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AN OPTIMUM READING PROGRAM FOR GRADES K-12 AND SCHOOL DISTRICT ORGANIZATION.

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A TOTAL READING PROGRAM WHICH MEETS THE NEEDS OF ALL CHILDREN IN GRADES K-12 SHOULD BE BASED ON SOUND PHILOSOPHY AND RESEARCH. CHILDREN SHOULD BE TAUGHT TO READ AT A LEVEL AT WHICH THEY CAN FUNCTION SUCCESSFULLY. TO ACCOMPLISH THIS, ADEQUATE MATERIALS AND EQUIPMENT MUST BE PROVIDED TO MAINTAIN INDIVIDUAL RECORDS, AND PARENTS MUST BE CONSIDERED PART OF THE READING TEAM. ELEMENTARY TEACHERS SHOULD HAVE A MINIMUM OF 6 SEMESTER HOURS IN ACCREDITED READING COURSES. SECONDARY TEACHERS RESPONSIBLE FOR READING SHOULD HAVE AT LEAST ONE READING COURSE. IN ADDITION, READING SPECIALISTS AND CONSULTANTS SHOULD BE AVAILABLE FOR CONDUCTING INSERVICE TRAINING PROGRAMS. THE ORGANIZATIONAL PATTERN OF THE READING PROGRAM SHOULD PERMIT THE STAFF TO FUNCTION EFFECTIVELY. INTERMEDIATE UNITS AND STATE DEPARTMENTS OF EDUCATION SHOULD PROVIDE CONSULTING SERVICES, PSYCHOLOGICAL SERVICES, AND DIRECTION TO COORDINATE RESEARCH. REFERENCES ARE INCLUDED. (ES/BK)

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AN OPTIMUM READING PROGRAM FOR GRADES K-12 AND SCHOOL DISTRICT ORGANIZATION

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November 1, 1967

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OFFICE OF EDUCATION

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FORWARD

The impact of scientific, technological, social and economic change on the American way of life necessitate a re-examination of the educational system. These changes modify established needs and create new needs to be met by the public school system. Instructional programs and supporting services must be developed to meet these needs.

The primary purposes of school district organization are to make possible: (1) the desired quality or excellence of the programs and services; (2) the efficiency of the organization for providing the programs and services; and, (3) the economy of operation, or the returns received for the tax dollar invested in education.

An optimum reading program is one of many very important segments of the total educational operation. Dr. Cecil Kipling, Jr., The University of South Dakota, was invited to make an assessment of an optimum reading programs in relation to school district organization. This paper represents his analysis of the problems following consultation with representative educational leaders in each of the four states.

The value of this paper rests upon its utilization by those with advisory and/or decision making responsibilities about the educational structure in each state. It represents a beginning point for further study and evaluation, and for establishing criteria upon which guidelines can be developed for effective and constructive school district organization.

Respectfully submitted,

Ralph D. Purdy, Director
Great Plains School District
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November 1, 1967

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READING: K-12

The "knowledge explosion" in the world today presents increasing demands that its citizens be able to read with understanding, insight, and critical analysis. Every child who enters the public schools must have at his disposal an instructional program in reading from kindergarten through grade twelve that is designed to allow him to develop his reading potential to the maximum. The program must be designed to allow him to meet the immediate objectives of his formal education and the broader goals of a lifetime of reading.

In order to provide the kind of reading instruction needed by each student, consideration must be given to the following:

1. There must be a program of reading based upon sound philosophy and research.
2. There must be a well trained staff prepared to carry out the program.
3. There must be an organizational pattern that will permit the staff to function most effectively.

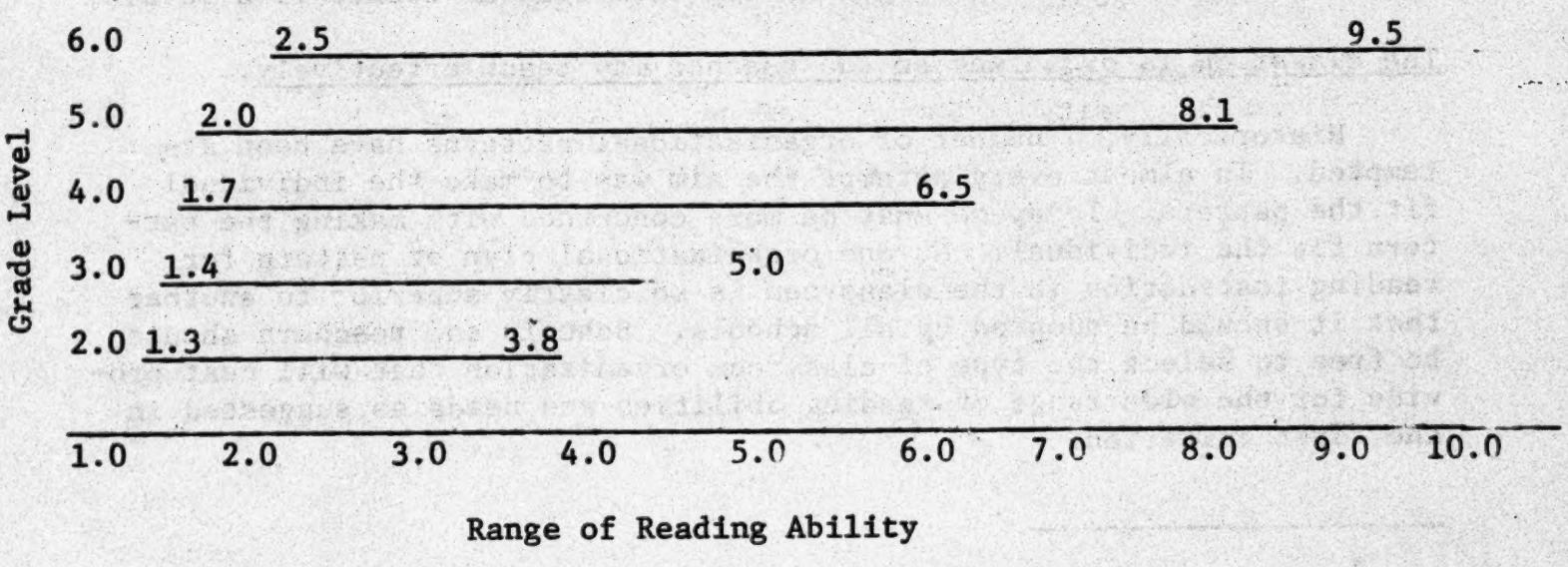
THE READING PROGRAM WHICH MUST BE PROVIDED

A total reading program for children in grades K-12 must meet a number of criteria. Professional and lay people should have a personal commitment to provide the best possible reading program.

Children must be taught on levels at which they can read successfully.

Just because a child is in the third grade is no indication that he can read at third grade level. Children progress in reading at varying rates, just as they grow in height and weight at varying rates. Dr. Guy L. Bond, through considerations of test scores of pupils at the beginning of the school year, graphically illustrates the range of reading abilities that might be found in the typical elementary classroom.

NORMAL RANGE OF READING ABILITY FOUND IN TYPICAL CLASSROOMS OF GRADES TWO THROUGH SIX AT THE BEGINNING OF THE SCHOOL YEAR[1]



[1]Guy L. Bond and Miles A. Tinker, Reading Difficulties, Their Diagnosis and Correction, second edition (New York: Appleton-Century-Crofts, 1967) p. 47.

In studying the figures, it can be noted that the range of difference in reading ability increases as the children progress through the elementary school. This increase in range between the poorest and best reader in the class continues to increase as the children progress into junior and senior high school.

When a large metropolitan school system surveyed the reading abilities of their entering freshmen and sophomores, they found that 10,000 out of 45,000 students were found to be reading two to five and more years below their respective grades. A summary of the findings are indicated below.

Summary of Reading Status[2]

29.7%		one year or more above grade norms
17.1%		at about grade level
16.6%		one year or less below grade norms
13.7%	were reading	from 1.1 to 2.0 years below grade norms
10.7%		from 2.1 to 3.0 years below grade norms
7.0%		from 3.1 to 4.0 years below grade norms
3.9%		from 4.1 to 5.0 years below grade norms
1.3%		from 5.1 years to over below grade norms

When students are promoted on a social basis, as they are in a majority of schools in our country, the range in reading ability can be expected to be as large as the illustrations above suggest. A child with an IQ of 80 should not be expected to make as much progress as a child with an IQ of 120 any more than we would expect a car traveling 80 miles an hour to keep up with one going 120 miles an hour. The more hours the cars travel, the greater the gap tends to be. The more years a child is in school the wider the gap in reading ability.

The most significant factor is that each teacher must be aware that these differences exist and that he must provide differentiated reading materials and assignments to keep students progressing at instructional levels rather than having them read at frustration levels.

The classroom is organized so the teacher may teach effectively.

Historically, a number of organizational patterns have been attempted. In almost every attempt the aim was to make the individual fit the pattern. Today we must be more concerned with making the pattern fit the individual. No one organizational plan or pattern for reading instruction in the classroom is so clearly superior to another that it should be adopted by all schools. Schools and teachers should be free to select the type of classroom organization that will best provide for the wide range of reading abilities and needs as suggested in the first criterion.

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[2]Bernard E. Donovan, Survey of Reading Abilities of Pupils Entering the Academic High Schools in September, 1955, (New York: Board of Education, 1955) p. 1.

Some organizational patterns that are currently being used successfully include:

At the Attendance Center Level

1. The self-contained classroom in the elementary school where reading is taught in each classroom by the classroom teacher. Classes often are subgrouped for instruction.

2. The Departmentalized program -- where reading is taught to several grades by one teacher who has a specialization in reading. This plan has been widely used in the junior-senior high school and there has been a growing trend to departmentalize in the elementary school, especially at the intermediate grades. In some instances intermediate grades are being housed in one physical plant referred to as the "middle school."

3. The Team teaching plan -- where a team composed of a team leader, a senior teacher, two or more participating teachers, teacher aides and clerical workers are responsible for the instruction of a larger group of children. Some instruction in reading may be given to the total group and at other times subgroups are formed in order to provide for the more individualized instruction.

4. The nongraded school -- where grade levels are eliminated. Children are grouped according to learning needs and progress through a series of instructional levels. In the elementary school, the scope of the program may be divided into twenty levels. A child remains in a particular group as long as his needs are being met.

5. The special reading achievement classes -- where pupils are grouped for special periods according to reading achievement and regardless of grade placement. A student in the fourth grade may be reading with a sixth grade class if he has the skill to read the more advanced selections. A sixth grader could also read with the fourth grade class. This plan has sometimes been referred to as the Joplin Plan. Modifications of the Joplin Plan are sometimes used when an attendance center has multiple grade sections. If a school has three third grades the children may be shifted to various third grade teachers just for the reading class period.

At the Classroom Level

The self-contained classroom remains the most frequent type of attendance center organization for reading. Within the self-contained classroom the teacher may choose one of several plans.

1. Homogeneous grouping -- where children are in small groups according to achievement in reading. Frequently three or more subgroups are used in order to narrow the range of abilities in each group. At times, all groups will work together. There is a possibility of moving from group to group.

2. Whole group -- where an attempt is made to teach the whole class as a group. During a later period special practice is given those children who require it. This is a frequently used type of organization but is definitely the most unsatisfactory in terms of providing for individual differences.

3. Individualized instruction -- where each child works at his own level and rate of learning. Individualized reading is a type of instruction in which the pupil chooses books of interest to him to be read at his own rate. Periodic conferences with the teacher are held in order to determine specific skills to be developed. Another type of individualized instruction might be one which utilizes programmed material. Students will all use the same programmed materials but will progress systematically through the materials at their own rates.

A variety of materials and equipment is used.

The First R: The Harvard Report on Reading in the Elementary Schools published in 1963 indicated that 95.4% of the school systems included in the study relied "predominently" or "exclusively" on basal reading series for instruction in grades one through three and that 90% of the intermediate grades used the basal reader as the chief tool of reading instruction.[3]

Most basal reading series have been developed by teams of reading specialists and are educationally sound. The beginning teacher with limited training in the teaching of reading is probably wise to select basal reading materials for use with the children in his classes. It would, however, be advantageous for any school to have several basal readers available from which the teachers may choose. The teacher can use that series or part of a series which best meets the needs and interests of his pupils. Only the most recent copyright of the series should be used as it will probably represent latest research in the field.

Teachers and reading specialists should keep abreast of other approaches to teacher reading. They must be aware of what the various approaches can and cannot accomplish. Some recent approaches include:

Programmed Reading
Artificial Orthographies
Linguistic Reading Materials
Individualized Reading Approach
Language Experience Approach
Machines Approach

More experienced and better trained teachers will be able to use an eclectic approach which will employ a greater variety of materials and equipment which have been devised for instruction in reading. Great

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[3]Mary C. Austin and Coleman Morrison, The First R: The Harvard Report on Reading in Elementary Schools, (New York: The Macmillan Company, 1963) p.54.

care must be exercised by teachers and administrators before any funds are spent on fraudulent wares which are currently being marketed.

Adequate attention is given to sequential skill development.

All too frequently the objective of reading instruction is to cover the stories in the basic reader or the literature book being used. If the student is to have a sound foundation for reading material at increasing levels of difficulty, adequate attention must be given to the sequential learning of skills. The reading skills to be taught usually include the developing of a sight vocabulary, phonetic analysis, structural analysis, contextual clues, building vocabulary, finding the main ideas, determining supporting details, classifying and organizing information, evaluating information, determining inferential meanings, following directions, using the parts of a book, using the dictionary, using the encyclopedia and other specialized references.

Although a teacher does not wait to teach structural analysis until a child has been introduced to and mastered all phonetic analysis skills, certainly a knowledge of a number of sight words and the ability to analyze them phonetically would be necessary in order to divide words into syllables and to study their roots, prefixes, and suffixes.

The skill program alone will not make a total reading program, but no reading program will ever succeed without a thorough systematic teaching of basic reading skills.

The subject matter teachers teach the special vocabulary and reading skills related to their subjects.

In the self-contained classroom, the teacher is responsible for all instruction. The skills of reading which can best be taught in connection with science, mathematics, or social studies will be taught by the same person who is teaching the other skills in reading class. It is possible to reinforce skills taught in reading in other areas of the curriculum, and to demonstrate how the skills learned in reading are helpful in a functional situation. In the middle school, junior, or senior high school, where the curriculum is departmentalized, it becomes imperative that each subject matter teacher be aware of and give instruction in the vocabulary and reading skills necessary for success in that subject.

Dr. Henry A. Bamman, in his text Reading Instruction in the Secondary Schools, devotes several chapters to the specific reading skills which need to be developed in the several academic areas.[4] For example, in the social studies he suggests these specific skills which need to be taught:

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[4]Henry A. Bamman, et. al., Reading Instruction in the Secondary Schools (New York: David McKay Co., 1961) pp. 135-53.

1. Using expanded vocabulary--technical terms--mutli-syllablic words--abstract words--general terms with new meanings.

2. Reading and deriving meaning from long and complex sentences.

3. Reading important ideas and developing skill for retention of relevent events and developments.

4. Locating and evaluating materials.

5. Comprehending a sequence of events, simultaneous events, and cause-effect relationships.

6. Discriminating between fact and opinion.

7. Drawing conclusions and making sound inferences.

8. Developing various speeds of reading based on the types of material being read or the purpose for reading.

Every teacher in the school system from kindergarten to twelfth grade must of necessity be a teacher of reading.

The junior high and senior high schools give systematic attention to teaching children to read better.

In the early days of American public education, it was assumed that a student learned to read in the primary grades and from then on he read to learn. Today, we know that a student continues to refine and extend his learning skills throughout his years of formal schooling. Certainly, every junior and senior high school must give systematic attention to teaching students to read better. In order to accomplish this, every secondary school should provide:

1. Developmental reading -- for most students. This instruction is designed to continue the refinement of the same types of skills and abilities that were introduced in the elementary school. This should be mandatory for every student in grades seven through nine and for selected students in grades ten through twelve.

2. Corrective reading -- for those students who are not reading up to capacity but have no severe reading problems. This instruction can be provided in the classroom by a developmental reading teacher or by the subject matter specialist.

3. Remedial reading -- for those students who are seriously retarded in reading and who need highly specialized diagnosis and individual instruction. The student may need to be taught as an individual in a clinic or in very small groups by a specialist.

4. Power reading -- for those students who wish to achieve power in speed and comprehension above that normally expected at their grade levels. This type of reading program is especially desirable for those who plan to enter college where competition is keen. These students will work individually with specialized materials and equipment in a reading improvement laboratory under supervision of a specialist.

Children not only learn the skills of reading but also learn to enjoy reading.

Educators have for several years considered the school library an essential component of a good reading program, yet many schools are operating without a library or with very inadequate library facilities. Every attendance center should have a well stocked central library which will provide reading materials to meet the varied interests of the students enrolled in the center. This variety of multi-level materials should be available to accomodate the wide range of reading ability found among students. Time should also be provided for browsing, selecting, and free reading during the school day.

Suitable classroom collections can be checked out from the central libraries to accomodate varied interests related to subjects under concentrated study at the time. Traveling libraries may be necessary for use in sparsely settled areas.

Children should be encouraged to start their own library collections. Attention should be given to paperback books which are becoming readily accessible and inexpensive. Due to the large number of books which are published each year, it would be possible for a student to have a steady diet of mediocre books. Care must be taken to see that children are introduced to some of the best literature at the proper age and stage of development.

It is recommended that every elementary school should have:

1. A central library.
2. Teacher librarian (six hours of library science) or part-time professionally trained librarian.
3. Minimum budget of 3-5% of the total school budget for printed materials.
4. Approved collections of 15 books per pupil or 1500 books, whichever is larger.
5. Balance of books to meet all reading levels.
6. Balance of books to provide for informational and recreational needs of pupils.
7. Classification by Dewey Decimal System.
8. Additional materials to above--appropriate set of encyclopedias, unabridged dictionary, atlas, current almanac, magazines (children's--teachers'), professional books for teachers.

The American Library Association recommends that secondary schools with 200-550 students should have:

1. A school library area with seating space for at least 45-55 students.
2. A minimum book collection of 6,000-10,000 books, 120 magazine subscriptions, three to six newspapers, and an extensive collection of pamphlets.
3. A budget of at least 3-5% of the total school budget for printed materials plus another 3-5% for audio-visual materials.
4. A collection of professional materials for the school faculty.
5. One full-time librarian and one full-time clerk.[5]

<u>The program provides adequately for children with extreme disability and for the superior reader</u>.

Observations of existing developmental reading programs indicate that the instruction is generally directed toward the average students in the group. In recent years more attention has been given to those individuals who, for a variety of reasons, do not read up to their ability. Other students may not be reading up to grade placement level. An often neglected group of students are those who may be reading "on grade level" but should be reading "above grade level." Research indicates that between 10 to 15 percent of the student population may be classified as disabled readers and need remedial instruction. As many as three percent may have more severe reading problems and need to be referred to a reading clinic.

An adequate testing program needs to be provided to determine those students in the class who may need to be singled out for help either in or outside the regular classroom. Such a testing program ought to include:

1. An intelligence test to be used in determining capacity. A test that does not involve reading should be utilized.

2. A group achievement test to measure achievement in areas such as vocabulary, comprehension, and rate of reading.

3. A group diagnostic reading test for all children in the class to determine specific skills which need to be worked on by the entire group or individual students in the class.

4. An individual diagnostic reading test to determine specific areas of weakness for all those students who have unacceptable differences between capacity and achievement.

As a result of the testing program, students could be classified as follows:

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[5]American Library Association, <u>Standards for School Library Programs</u>, 1960, pp. 24-25.

Normal progress students -- Those students who are working up to capacity. This may not be up to grade level.

Corrective cases -- those individuals who may be deficient in one or more reading skill, but suitable correction can be given in the classroom by the classroom teacher.

Remedial cases -- those students who are working considerably below capacity and can be helped most by a special reading teacher working with one individual or a small group of students.

Clinical cases -- those students who are severely retarded in reading and, in addition, have psychological and physiological problems that require the professional assistance of reading therapists, psychologists, psychiatrists, and social workers.

The teacher keeps records on a student's progress and passes these records on to the next teacher.

As the student progresses through grades K-12, adequate records need to be maintained of his progress in his acquisition of reading skills as well as some record of his reading interests. It should be possible for a given teacher to analyze the past records and be able to estimate the student's instructional level without a loss of valuable time. Such records should be confidential.

Most commercially developed forms do not include adequate information on reading. A special reading profile sheet could be developed and inserted in the cumulative record folder. The record should include information concerning:

1. Reading expectancy levels based on I.Q. and/or capacity test results.
2. Reading achievement test scores.
3. Diagnostic test results.
4. Informal test results.
5. Record of basic readers or other reading materials which the student has used. Levels of materials must be recorded.
6. Record of books and materials the student has read independently.

More complete case studies will need to be developed for the students who are referred to special classes or clinics for reading instruction.

If a student transfers to another school the records should be forwarded.

Parents are kept informed about the reading program.

The teacher as the professional person does and should play the major role in teaching the student to read. However, some parents often desire to assist the teacher in the reading instruction. The child is only in school six hours a day for 180 days in the school year. The parents have much more contact with the student than the teacher. The parents should be kept informed about the reading program and should be briefed as to how they can help.

There are many things which parents can do in creating a desire on the part of the student to read, as well as helping him to develop a positive attitude concerning the value of reading. Some activities which parents can be responsible for include:

1. Read extensively to the student--start early in the pre-school years and continue as the child begins and progresses in school. The child's reading interest is usually two or more years beyond his reading ability. Even after a student is in junior and senior high school there can be oral reading sessions where the student participates as a member of the family's reading team.

2. Relate the child's reading to his interests--encourage the child to pursue his interests and to develop new ones. Help him to find reading material relating to his interests.

3. Provide many books and other reading materials in the home.

4. Give the child as many background experiences as possible. Every first-hand experience will aid the student an interpretative ability in reading.

5. Set an example by reading himself.

6. Keep the student well and rested. A tired, irritable student is not ready to read. Avoid absences.

7. Keep informed about his child's progress in reading. Make the parent-teacher conference really count. Ask the teacher if there is anything special that he can do.

8. Praise the student for his accomplishments in reading. Remember that learning to read is a difficult task--more difficult for some than others. Help each child set reasonable goals for himself and then accept what he can do. Avoid comparing one child unfavorably with others in his family.

9. Try not to become tense or outwardly worried about his child's reading. Students reflect this tenseness and this complicates the problem.

10. As the child progresses through school and home work becomes more frequent, provide a proper place and time to study.

THE STAFF NECESSARY TO PROVIDE THE PROGRAM

Every child should have a regular classroom teacher who has adequate preparation. The International Reading Association believes that classroom teachers of reading should possess a Bachelor's Degree, including courses in child or adolescent psychology, educational psychology, educational measurement, and child or adolescent literature.

The elementary teachers should have a minimum of six semester hours in accredited reading courses. The courses should cover the following areas:

General Background

- The nature of language
- Psychology of the reading process
- Interrelationship of activities and outcomes in the four language arts
- Nature and scope of the reading program

Reading Skills and Abilities

- Vocabulary Development
- Pre-reading readiness abilities
- Readiness for reading at any level
- Word recognition skills (including word analysis)
- Reading comprehension abilities, including critical reading
- Interpretive oral reading

Diagnosis and Remedial Teaching

- Techniques for evaluation of progress
- Difficulties frequently experienced by children in learning to read
- Diagnostic techniques that can be used by the classroom teacher
- Differentiation of instruction to fit individual capabilities
- Corrective methods for use in the classroom

Organization of the Reading Program

- Classroom organization for reading
- Varied approaches to reading instruction
- Planning a reading lesson

Materials

- Knowledge and use of basic and supplementary materials of instruction
- Selection of suitable reading materials
- Knowledge of children's literature

Application of Reading Skills

- Skills needed for reading in content fields
- Qualities to be appreciated in literature
- Fostering lifetime use of reading

The Secondary teachers who are primarily responsible for developmental reading should have one or more courses in reading which cover the following areas:

General Background

- The nature of language
- The psychology of the reading process
- Interrelationship of activities and outcome in teaching the four language arts
- Overview of reading in the elementary school
- Nature and scope of the reading program at the secondary level

Reading Skills and Abilities

- Readiness for reading at the secondary level
- Word recognition skills
- Vocabulary development
- Interpretive oral reading
- Critical reading
- Improvement of silent reading and reading rate

Diagnosis and Remedial Teaching

- Evaluation of pupil progress
- Differentiation of instruction to challenge individuals, including diagnosis and remediation of student problems

Organization of the Reading Program

- Varied approaches to reading instruction at the secondary level

Materials

- Materials of reading instruction

Application of Reading Skills

- Varying the approach to reading
- Reading in specific content areas
- Reading a variety of mass media
- Qualities to be appreciated in literature
- Fostering lifetime use of reading

Every attendance center should have access to reading specialists. The reading specialist may be designated as that individual who works directly or indirectly with those pupils who have failed to benefit from regular classroom instruction in reading, and/or who works with teachers and administrators to improve and coordinate the total reading program of the school. For those persons spending the majority of their time in developmental or remedial reading activities, additional preparation is needed. In 1965 the International Reading Association's Professional Standards Committee formulated the following minimum standards for Reading Specialists:

I. A minimum of three years of successful teaching and/or clinical experience.

II. A Master's Degree with a major emphasis in reading or its equivalent of a Bachelor's Degree plus 30 graduate hours in reading and related areas as indicated below:

A. A minimum of 12 semester hours in graduate level reading courses with at least one course in each of the following:

1. Foundations or survey of reading
2. Diagnosis and correction of reading disabilities
3. Clinical or laboratory practicum in reading

B. An additional minimum of 12 semester hours from the following courses:

1. Measurement and/or evaluation
2. Child and/or adolescent psychology or development
3. Personality and/or mental hygiene
4. Literature for children and/or adolescents
5. Educational psychology
6. Organization and supervision of reading programs
7. Research and the literature in reading
8. Linguistics
9. Communications
10. Curriculum

C. The remainder of semester hours be obtained from additional courses under II A, II B, and/or related areas such as:

1. Foundations of education
2. Guidance
3. Speech and hearing
4. Exceptional child

In order to adequately prepare the classroom teachers, every college or university which offers teacher education programs should have on its staff an individual who has the training and experience to provide the special courses in reading which are needed.

There should also be at least one school in a state or geographical region which offers adequate graduate work to prepare the reading specialists needed in the state or area involved.

It may be desirable that the staff member at the college or university level by consultant-professors who are employed jointly by the public schools and the institutions of higher education. These individuals would be in a position to offer consultant service and to assist in the development of effective in-service programs in the public schools, as well as having responsibility for the reading courses taken by pre-service teachers. Both programs should mutually benefit from such an arrangement.

THE ORGANIZATIONAL PATTERNS NECESSARY FOR AN OPTIMUM READING PROGRAM

The basis for a sound reading program begins in the individual classroom with the classroom teacher. The teacher in turn operates within the attendance center to which he is assigned with the aid of the special programs and services provided at that level. As in other areas of instruction, not all programs and services in reading can be provided at the attendance center level. Some can most efficiently and economically be provided for at the Administrative District Level, some at an Intermediate Unit level, and others at the state and national levels. Presented below are the programs and services in the area of reading instruction which can best be provided at each level.

<u>Every Elementary Attendance Center Should Provide</u>

....developmental reading instruction at all levels.

....well qualified classroom teachers with at least six semester hours in accredited reading courses.

....a reading specialist to work with the 10-15% of the student body who may need remedial work outside the classroom. If the attendance center is necessarily small, he may work with more than one center.

....a variety of instructional materials in reading and the content fields to meet the varied needs and interests of the pupils in the school.

....room libraries to meet the immediate interests of the students.

....a central library to meet the wide range of interests and reading abilities of the students enrolled.

Every Secondary Attendance Center Should Provide

....developmental reading instruction for all seventh, eighth, and ninth grade students. Instruction in developmental reading should also be provided for those tenth, eleventh, and twelfth grade students who can profit from such instruction. This instruction may be given by the English or core teachers.

....instruction in specific reading skills demanded by their respective subjects by all teachers in the content areas. Instructional materials of varying degrees of difficulty must be made available in each subject area.

....a reading laboratory with a reading specialist in charge to provide for remedial reading instruction. The reading laboratory should also be available for the superior students who desire more advanced instruction in reading skills.

....a central library to provide for the wide variety of reading interests and ability represented by the students enrolled.

Every Administrative District Should Provide

....a reading specialist at the administrative level who will be responsible for coordinating all reading programs in the elementary and secondary attendance centers in the district.

....an in-service program for all teachers responsible for developmental reading. This in-service program would be designed to supplement the pre-service training and keep teachers abreast of new research and instructional material.

....an in-service program for all teachers of the content fields to prepare them to teach effectively the reading skills needed in their areas of specialization. Many of these teachers will not have had previous instruction in this area.

....adequate consultation in the development of Title I reading programs in the eligible attendance centers.

....adequate supervision for the central libraries in the various attendance centers. This will be specially needful where teacher-librarians are concerned. Central purchasing of books should be utilized for most economical expenditure of local library budget as well as Title II funds.

....a central distribution point for reading tests, materials and equipment which would not necessarily be needed in every attendance center. These materials could probably be handled by the multi-media center.

....an adequate testing program is needed in each attendance center. Testing services not available at this level could possibly be secured at the Intermediate Unit level.

....reading clinic services needed by the approximately 3-5% of the students involved. If such service is not available at this level, this should be secured from the Intermediate Unit or a nearby college or university.

....action research in reading in each of the attendance centers.

Every Intermediate Unit Should Provide

....reading consultant service to the reading specialists on the staffs of the administrative districts in the area. It is possible in some areas that this service may be provided by a consultant-professor who is employed jointly by an area college or university and the Intermediate Unit.

....adequate psychological services not provided by the administrative district. Again these services might be provided in conjunction with area colleges or universities.

....adequate reading clinic services which are not provided for by small administrative units. These services might be in cooperation with an area college or university.

....specialized in-service programs where outstanding leaders in the field are brought into a central locality for short-term workshops.

....stimulation for innovation in the area of reading instruction. Adequate evaluation of innovative programs should be conducted before these programs are recommended for mass utilization.

Every State Department of Public Instruction Should Provide

....a reading specialist on the staff who will coordinate all the activities related to reading within the state. He will serve as a consultant to Administrative District and Intermediate Units in their relationships with the U.S. Office of Education and advise and assist the State Title I director in relation to reading projects.

....the psycholgocial services not adequately provided for by the Administrative District or by the Intermediate Unit.

....direction and coordination of research and dissemination of information related to reading.

The U.S. Office of Education Should Provide

....through the national office or through the various regional laboratories, basic research that will lead to continued improvement of instruction in reading.

....continued support of the summer institute programs as well as the graduate fellowship programs for the preparation of reading teachers and specialists.

....continued support of educationally sound Title I reading projects for the educationally deprived.

....help in establishing and financing reading clinics in those sparsely populated and economically deprived areas of the nation which cannot be adequately supported through local initiative.

SUMMARY

In order to provide the kind of reading instruction needed by each student K-12, consideration must be given to the following:

I. THERE MUST BE A PROGRAM OF READING BASED UPON SOUND PHILOSOPHY AND RESEARCH.

....Children will be taught on levels at which they can read successfully
....Classrooms are organized so the teacher can teach effectively
....A variety of materials and equipment is used
....Adequate attention is given to sequential skill development
....Subject matter teachers teach the special vocabulary and reading skills related to their subjects
....Junior and senior high schools continue the systematic program of skill building begun in the elementary grades
....Children not only learn the skills of reading but also learn to enjoy reading
....Children with extreme disabilities as well as the superior readers are adequately provided for
....Individual records are maintained and these records are passed on to the next teacher
....Parents are considered as part of the team and kept informed about the reading program

II. THERE MUST BE A STAFF ADEQUATELY PREPARED TO CARRY OUT THE PROGRAM.

....Elementary teachers have a minimum of six semester hours in accredited reading courses
....Secondary teachers who are primarily responsible for developmental reading have at least one course in the area of reading
....All teachers of the content fields assume responsibility for teaching reading skills necessary for success in that subject. Training of these teachers may require an in-service program.
....Reading specialist must have a master's degree with a major emphasis in reading. Specialists must be available to teach remedial reading, supervise reading laboratories and conduct in-service programs.
....Consultant-professors with advanced training in reading could be employed jointly by public schools and institutions of higher education for pre-service and in-service training of classroom teachers and reading specialists.

III. THERE MUST BE AN ORGANIZATIONAL PATTERN THAT WILL PERMIT THE STAFF TO FUNCTION MOST EFFECTIVELY.

Every Elementary Attendance Center Should Provide

....developmental reading instruction for all
....a reading specialist to work with students in remedial reading outside the classroom
....a variety of instructional materials

....a room library to meet the immediate interests of students
....a central library to meet the wide range of interests and abilities

Every Secondary Attendance Center Should Provide

....developmental reading for all 6th-7th-8th grade students and those in grades 9-12 who can profit from such instruction
....adequate instruction in reading skills peculiar to each academic area
....a reading laboratory for remedial and power reading instruction

Every Administrative District Should Provide

....a reading specialist to coordinate all reading programs
....an in-service program to keep all teachers abreast of new research and instructional materials
....a central distribution point for reading tests, materials, and equipment
....an adequate testing program
....action research in reading in each attendance center

Every Intermediate Center Should Provide

....consultant service to reading specialists on the staffs of administrative districts in the area
....psychological services not provided by the administrative districts
....reading clinic services not provided for by smaller administrative districts
....stimulation for innovation in the area of reading instruction

Every State Department of Public Instruction Should Provide

....a reading specialist to coordinate all the activities related to reading within the state
....psychological services not adequately provided for by other administrative units
....direction and coordination of research and dissemination of information

The U.S. Office of Education Should Provide

....stimulation of basic research that will lead to continued improvement in reading instruction
....institutes and fellowship programs for the preparation of reading teachers and specialists
....continued support of Title I projects for the educationally deprived
....help in establishing and financing of reading clinics in sparsely populated and economically deprived areas

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